

Reffley Music Curriculum

Contents

Order	Details	Page
1	Rationale	2
2	Impact, Implementation and Impact	3
3	Overview of units taught	4
4	Knowledge and skills progression	5-6
	Supporting songs and styles	7
	Listen and appraise	10
	Games	12
	Singing	16
	Playing	17
	Composition	20
Performance	25	

Rationale

Music is a universal language that inspires creativity, self-expression, and a sense of community. Our curriculum aims to nurture children's musical understanding, confidence, and enjoyment through a rich, practical, and inclusive programme. Using the **Charanga Musical School Scheme**, we provide a progressive music education that enables all pupils to develop musical skills, cultural awareness, and a lifelong appreciation of music.

Our aim is to support children to:

- **Develop musical skills** in listening, singing, playing, improvising, composing, and performing.
- **Build secure knowledge** of musical elements such as pulse, rhythm, pitch, tempo, dynamics, structure, and notation.
- **Experience a broad repertoire** of music from different genres, cultures, and historical periods.
- **Grow in confidence** and freedom as performers and collaborators.
- **Use music as a means of expression**, creativity, and emotional well-being.
- **Progress systematically**, with skills revisited and deepened over time.
- **Learn instruments in more depth** and perform them to others.

Intent, Implementation and Impact

Intent	Implementation	Impact
<p>To ensure all children:</p> <ul style="list-style-type: none"> • Are given the opportunity and freedom to create and compose music and evaluate their creative ideas. • Are able to develop their singing voices, using body percussion and whole body actions. • Learn to handle and play classroom instruments properly to create and express their own and others music. • Will be exposed to a wide range of different musical styles and genres from different times and places. • Will know and use a range of musical language. • Will be able to understand, and explain, how music is created, produced and communicated. • Will have the opportunity to learn different instruments in more depth. 	<ul style="list-style-type: none"> • Music lessons are taught either on a weekly basis, to ensure opportunities to practise skills. • We use Charanga which is a clear and comprehensive scheme of work which is in line with the National Curriculum, plus an additional block dedicated to learning a new, unfamiliar instrument. • Each Unit is structured in the following way: <ol style="list-style-type: none"> 1. Listen and Appraise. 2. Musical Activities – learn and/or build on knowledge and understanding about the interrelated dimensions of music through: <ul style="list-style-type: none"> o Games (warm up games & flexible games) o Singing o Playing instruments o Improvisation o Composition 3. Perform and share. • In each strand, there is progression in knowledge and skills across the year groups. • Assessment for each child takes place at the end of each unit. This is written as a list of children who are working towards expected, those that are at expected and those who are working at greater depth. • Evidence of learning will be recorded as videos and saved on the server. A class book will record additional information - annotations from the children or teachers, of the activities that have taken place. • Children will have opportunities to participate in access extra-curricular opportunities e.g. instrument tuition, choir, singing in the local community and school productions. 	<p>Know more</p> <ul style="list-style-type: none"> • Children are taught age-related content and skills. This is ensured through the use of the progression of skills documents and the music vocabulary documents/knowledge organisers. • Children are exposed to, and taught, about a range of styles, genres and composers linked to periods of music, both past and present. • Children are introduced to a wide range of styles, genres and composers. • Children will have the opportunity to foster their instrumental flair and use this as a form of expression. <p>Do more</p> <ul style="list-style-type: none"> • Children are encouraged, and expected, to apply skills learnt to evaluate and improve. • Performances are planned into the academic year to ensure children can perform for an audience. End of instrumental topic to rest of school. • Children will be explicitly taught a wide range of musical skills and given the opportunities to explore them. • Children are taught to play a musical instrument specific for their age group. <p>Remember more</p> <ul style="list-style-type: none"> • Children make connections with previous learning from reception to year 6 and build upon these skills by following the progression skills. • Exposure to a range of music linked to genre and style, recapped over time, will help children recall information. • Children will use knowledge organisers, which contain key vocabulary and linked to specific styles, genres and composers. • Children will use a timeline of musical periods, composers and key styles, which they can refer to. • Repetitions and practice are needed to commit songs/techniques to practice.

Overview of musical units taught

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me!	Nativity songs	My Stories	Everyone!	Our World	Big Bear Funk

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Hey You	Christmas Songs	In the groove	Your Imagination	Bucket Drumming	
Year 2	Hands, Feet, Heart	Christmas Songs	I wanna play in a band	Friendship song	Ocarina	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Let your spirit fly Style: RnB	Christmas Songs	Three Little Birds Style: Reggae	Bringing Us Together Style: Disco	Ukulele	
Year 4	Mamma Mia Style: Pop	Christmas Songs	Stop! Style Grime	Lean on me Style: Gospel	Recorder	
Year 5	Livin' on a prayer Style: Rock	Christmas Songs	Fresh Prince of Bel-Air Style: Hip-Hop	Dancing in the street Style: Motown	Steel Pans	
Year 6	Happy! Style: Pop/Neo Soul	Christmas Songs	You've got a friend Style: Contemporary	Music and me Style: Contemporary	Brazilian Samba	

Knowledge and skills progression

Yr	Unit Title	Unit Theme	Musical Styles		Instrumental Progression				Improvisation			Composition		
			Style	Listen and Appraise	Easy	Medium	Melody	Note values	Easy	Medium	Harder	Easy	Medium	Harder
1	Hey You	How pulse, rhythm and pitch work together	Old School Hip Hop	Hip Hop	C	C, G	C, G	Crotchets	C, D	C, D, E	C, D, E, F, G	C, D	C, D, E	C, D, E, F, G
1	In The Groove	How groove with different music styles	Blues, Baroque, Latin, Bhangra, Folk, Funk	Blues, Baroque, Latin, Bhangra, Folk, Funk	C	C, D	C, G, A, C	Crotchets Quavers	C, D	C, D, E	C, D, E, F, G	C, D	C, D, E	C, D, E, F, G
1	Your Imagination	Using imagination	Pop	Pop, Musicals, Film	G	C, E, G	E, G, A	Crotchets, Minims Semibreves	C, D – using instruments and/or clap and sing			C, D	C, D, E	C, D, E, G, A
1	Bucket Drumming	To play a percussion part to a well-known pop song	Pop, Folk	Pop, Folk, Sea Shanty	/	/	/	Crotchets, quavers	Using buckets to improvise their own rhythmic patterns to the music			Composing in groups using the to create their own rhythms		
2	Hands, Feet, Heart	South African music	Afropop, South African	Afropop, Gospel	G, A, C	G, A, B, C	F, G, A, B, C	Crotchets, Quavers, Minims	C, D	C, D, E	C, D, E, F, G	C, D	C, D, E	C, D, E, F, G
2	I Wanna Play in a Band	Playing together in a band	Rock	Rock	F, G	F, G, A	F, G, A, C, D	Quavers, Crotchets	F, G	F, G, A	F, G, A, C, D	F, G	F, G, A	F, G, A, C, D
2	Friendship song	A song about friends	Pop	Pop, Musicals, Film	G, E	E, G, A, B	C, D, E, F, G, A, B	Crotchets, Quavers, Minims	C	C, D	C, D	C, D	C, D, E	C, D, E, G, A
2	Ocarina	Learn to play a tuned instrument - Ocarina	Folk	/	/	/	D' C B A G F# D	Crotchets, quavers, minims, semibreves	N/A			N/A		
3	Let You Spirit Fly	RnB and other styles	RnB	Film, Musicals, Motown, Soul	C, F, C	E, F, G, A, B, C	N/A	Minims, rests	N/A			N/A		
3	Three Little Birds	Reggae and animals	Reggae	Reggae	G	B, C	G, A, B, C, D, E, F	Crotchets, rests	G, A	G, A, B	G, A, B, D, E	G, A	G, A, B	G, A, B, D, E
3	Bring Us Together	Disco, friendship, hope and unity	Disco	Disco	C	G, A, C	G, A, C	Crotchets, rests, quavers, dotted quavers	C	C sometimes A	C and A	C, A	C, A, G	C, D, E, G, A
3	Ukulele	Learn to play a string instrument - Ukulele	Pop	Pop	Chord s: Am, C	Chords: Am, C, F	Chords: Am, C, F, G7	Crotchets, semibreves	N/A			N/A		
4	Mamma Mia	Abba's music	Pop	Abba's music	G	G, A	G, A, B, C	Quavers, crotchets	G, A	G, A, B	G, A, B, D, E	G, A	G, A, B	G, A, B, D, E
4	Stop!	Writing lyrics linked to a theme	Grime and mixed styles	Hip, Hop, Classical, Pop, Tango	Singing, rapping and lyric composition				Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Lean on me	Soul/Gospel music and helping one another	Gospel	Gospel, Romantic western	C, F	E, F, G	G, A, B, C, D,	Quavers, crotchets, dotted crotchets, and minims	C, D	C, D, E	C, D, E, F, G	C, D	C, D, E	C, D, E, F, G
4	Recorder	Learn to play a tuned instrument - Recorder	Folk	English Folk Songs	G, A, B	G, A, B, C, D'	A, C, D', G, F, E, D	Quavers, crotchets, minims, semibreve, rest	Improvisation for Dancing Daisies			Composition for Dancing Daisies		
5	Livin' on a Prayer	Rock Anthems	Rock	Rock	G, A, B	D, E, F#, G	D, E, F#, G, A, B, C	Quavers, crotchets, dotted crotchets and Quavers	G, A	G, A, B	G, A, B, D, E	D, E or G, A	G, A, B or D, E, F#	G, A, B or D, E, F#, G, A
5	Fresh Prince of Bel-Air	Old School Hip Hop	Hip Hop	Hip Hop	C, D	A, G	C, D, E, F, G, A	Quavers, Minis and Semi-breves	D, E	D, E, F	D, E, F, G, A	D, E	D, E, F	D, E, F, G, A
5	Dancing in the Street	Motown	Motown	Motown	F	F, G	D, F, G, A	Quavers, crochets and rests	F	F, G	F, G, A	F, G	F, G, A	F, G, A, C, D
5	Steel Pans	Learn to play tuned and un-tuned percussion	Dance Pop, Reggae	Reggae	G, A, C, B	/	G, A, B, C, D, E, F#, g	Crotchets, quavers, rests	Improvisation on djembes			N/A		
6	Happy	Being happy	Pop/Neo Soul	Pop/Neo Soul	G, A	B, A, G	E, D, C, B, A, G, E	Quavers, Dotted crotchets, Minims, Semibreves and rests	A	A, G	A, G, B	A, G	A, G, B	C, E, G, A, B

6	You've Got a Friend	The music of Carole King	70s Ballad/Pop	70s Ballad/Pop	G, A, B	C, D, E	C, D, E, F, G, A, B	Quavers, Dotted crochets, Minims, Dotted minims	E	E, G	E, G, A	A, G	A, G, E	E, G, A, C, D
6	Music and Me	Creating your own music – inspired by yourself and women in music industry		Hip Hop, Classical, Electronic, Soul, Contemporary	Consolidation and Revision			Consolidation and Revision			Consolidation and Revision			
6	Samba	To play as an ensemble	Brazilian Samba	Brazilian Samba	/	/	/	Crotchets, quavers, semiquavers	N/A			Composing own Samba breaks		

Supporting Songs and Styles

YEAR 1	1	2	3	4
Unit title	Hey You! By Joanna Mangona	In The Groove by Joanna Mangona	Your Imagination by Joanna Mangona and Pete Readman	Bucket Drumming
Style of main song	Old-School Hip-Hop	Blues, Baroque, Latin, Bhangra, Folk, Funk	Pop	Pop, Folk, Sea Shanty
Supporting songs	Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	Wellerman by Nathan Evans Better When I'm Dancin' by Meghan Trainor
YEAR 2	1	2	3	4
Unit title	Hands, Feet, Heart by Joanna Mangona	I Wanna Play in a Band by Joanna Mangona	Friendship Song by Joanna Mangona and Pete Readman	Ocarina
Style of main song	Afropop, South African	Rock	Pop	Traditional Folk
Supporting songs	The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela	We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Buggy Malone)	Nursery Rhymes

	You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate		That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman	
YEAR 3	1	2	3	4
Unit title	Let Your Spirit Fly by Joanna Mangona	Three Little Birds by Bob Marley	Bringing Us Together by Joanna Mangona and Pete Readman	Ukulele
Style of main song	RnB	Reggae	Disco	Pop, Folk
Supporting songs	Please choose your own song/piece here Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce	The Lion Sleeps Tonight (Wimoweh) by The Tokens Thunder by Imagine Dragons Land of the Silver Birch
YEAR 4	1	2	3	4
Unit title	Mamma Mia By ABBA	Stop by Joanna Mangona	Lean On Me sung by Bill Withers	Recorder
Style of main song	RnB	Reggae	Disco	Folk
Supporting songs	ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical)	He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel)	Nursery Rhymes

	Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA	Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas	Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)	
YEAR 5	1	2	3	4
Unit title	Livin on a Prayer by Bon Jovi	The Fresh Prince of Bel-Air rapped by Will Smith	Dancing in the Street sung by Martha and the Vandellas	Steel Pans
Style of main song	Rock	Old-School Hip-Hop	Motown	Dance Pop, Reggae
Supporting songs	We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer	I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder	Three Little Birds by Bob Marley Baby Shark by Pinkfong
YEAR 6	1	2	3	4
Unit title	Happy	You've Got a Friend	Music and Me	Brazilian Samba
Style of main song	Pop/Neo Soul	70s Ballad/Pop	Hip Hop, Classical, Electronic, Soul, Contemporary	Brazilian Samba
Supporting songs	Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin	The Loco-Motion sung by Little Eva One Fine Day sung by The Chiffons Up On The Roof sung by The Drifters Will You Still Love Me Tomorrow	Something Helpful by Anna Meredith O by Shiva Feshareki V-A-C Moscow by Shiva Feshareki Heroes & Villains by Eska	Real in Rio from the film Rio Batacada by Sergio Mendes Magalenha by Sergio Mendes

Walking On Sunshine sung by Katrina And The Waves	(You Make Me Feel Like) A Natural Woman sung by Carole King	Shades Of Blue by Eska	
When You're Smiling sung by Frank Sinatra		And! by Afrodeutsche	
Love Will Save The Day sung by Brendan Reilly		The Middle Middle by Afrodeutsche	

Listen and Appraise

YEAR 1	Knowledge	Skills
	<ul style="list-style-type: none"> To know 3 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
YEAR 2	Knowledge	Skills
	<ul style="list-style-type: none"> To know 3 songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.
YEAR 3	Knowledge	Skills
	<ul style="list-style-type: none"> To know three songs from memory and who sang them or wrote them. To know the style of the three songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.
YEAR 4	Knowledge	Skills
	<ul style="list-style-type: none"> To know three songs from memory and who sang them or wrote them. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse.

	<ul style="list-style-type: none"> • To know the style of the three songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of that song (musical characteristics that give the song its style). ○ The lyrics: what the song is about. ○ Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ○ Identify the main sections of the song (introduction, verse, chorus etc). ○ Name some of the instruments they heard in the song. 	<ul style="list-style-type: none"> • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people’s thoughts about the music. • When you talk try to use musical words.
YEAR 5	Knowledge	Skills
	<ul style="list-style-type: none"> • To know three songs from memory and who sang them or wrote them. • To know the style of the three songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of that song (musical characteristics that give the song its style). ○ The lyrics: what the song is about. ○ Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ○ Identify the main sections of the song (introduction, verse, chorus etc). ○ Name some of the instruments they heard in the song. ○ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people’s thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel.
YEAR 6	Knowledge	Skills
	<ul style="list-style-type: none"> • To know two songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people’s thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs.

	<ul style="list-style-type: none"> ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity 	<ul style="list-style-type: none"> ● Talk about the music and how it makes you feel, using musical language to describe the music.
--	---	---

Games

YEAR 1	Knowledge	Skills
	<ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals 	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat ● Game 4a – Pitch Copy Back and Vocal Warm-up 2

		Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.
YEAR 2	Knowledge	Skills
	<ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups
YEAR 3	Knowledge	Skills
	<ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 2. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation

		<p>c. Gold: Copy back with instruments, without and then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p>
YEAR 4	Knowledge	Skills
	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <p>3. Find the Pulse</p> <p>2. Rhythm Copy Back:</p> <ul style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms <p>3. Pitch Copy Back Using 2 Notes</p> <ul style="list-style-type: none"> a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation <p>4. Pitch Copy Back and Vocal Warm-ups</p>
YEAR 5	Knowledge	Skills
	<ul style="list-style-type: none"> ● Know and be able to talk about: <ul style="list-style-type: none"> ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ○ How to keep the internal pulse ○ Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back

		<ul style="list-style-type: none"> ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation
YEAR 6	Knowledge	Skills
	<ul style="list-style-type: none"> ● Know and be able to talk about: <ul style="list-style-type: none"> ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ○ How to keep the internal pulse ○ Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes

Singing

YEAR 1	Knowledge	Skills
	<ul style="list-style-type: none"> To confidently sing or rap three songs from memory and sing them in unison. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.
YEAR 2	Knowledge	Skills
	<ul style="list-style-type: none"> To confidently know and sing three songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.
YEAR 3	Knowledge	Skills
	<ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.
YEAR 4	Knowledge	Skills
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To re-join the song if lost. To listen to the group when singing.
YEAR 5	Knowledge	Skills

	<ul style="list-style-type: none"> • To know and confidently sing three songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. • To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.
YEAR 6	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and confidently sing three songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.

Playing

YEAR 1	Knowledge	Skills
	<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing. • To name and identify the parts of the instrument (Bucket Drumming) 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader. • To hold and use the claves correctly. • To play an instrument in a comfortable position. • To learn and play a sequence on the drums. • To read simple notation and play in time to a well-known song.
YEAR 2	Knowledge	Skills

	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. How to hold and play the Ocarina. Learn that different finger patterns produce different notes when played. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Play in time with others in a group or ensemble. Hold notes for different lengths. Begin to follow sheet music for the Ocarina. To start and stop at the same time as others when performing.
YEAR 3	Knowledge	Skills
	<ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> The instruments used in class (a glockenspiel) To name the parts of the Ukulele, including the string names. To recognise the different chord diagrams and hand position needed to play the chords C, Am and F 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Play in time with others in a group or ensemble. To start and stop at the same time as others when performing. To learn how to pluck the strings on the Ukulele To learn how to strum a chord on the Ukulele To follow chord diagrams and be able to change from one chord to another in time to the music.
YEAR 4	Knowledge	Skills
	<ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. How to hold the recorder correctly. To recognise the notes B, A and G in written notation and which hand position is needed to play each note on the recorder. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. Play in time with others in unison in a group or ensemble. To start and stop at the same time as others when performing. Hold notes for different lengths.

		<ul style="list-style-type: none"> • Begin to read written notation for B, A and G on sheet music.
YEAR 5	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ Different ways of writing music down – e.g. staff notation, symbols ○ The notes C, D, E, F, G, A, B + C on the treble stave ○ The instruments they might play or be played in a band or orchestra or by their friends • How to hold and play the Djembe drum and the Jumbie Jam correctly. • The difference between the bass and tone on the Djembe drum. 	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. • To develop and coordinate listening skills • To maintain an individual part (melody, harmony or percussion) in an ensemble • To know when to start and stop when performing in an ensemble. • To play an ostinato on the Djembe drums to accompany the main melody played on the Jumbie Jam.
YEAR 6	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ Different ways of writing music down – e.g. staff notation, symbols ○ The notes C, D, E, F, G, A, B + C on the treble stave ○ The instruments they might play or be played in a band or orchestra or by their friends • To know that the Samba groove is made from layers of different rhythms played over each other. • To name the percussion instruments used in Samba including Agogo Bells, Caixa, Ganza, Repenique, Surdo and Tambourim • To know the structure of the Batucada including the rhythms for each instrument and the collective Samba break • To recognise the different hand and whistle signals from the Mestre and what these mean for the Bateria 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. • To develop and coordinate listening skills • To maintain an individual part for the Samba groove, knowing when to start and stop playing as led by the Mestre • To perform as part of the Bateria • To play the correct ostinato for each specific Samba instrument to build the Samba groove (Batucada) • To stand in Samba band formation • To follow the Mestre – using hand and whistle signals for the breaks and main groove

Improvisation

YEAR 1	Knowledge	Skills
	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise! 	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 4. Improvise! – Take it in turns to improvise using one or two notes. <ul style="list-style-type: none"> • Using the bucket drums to improvise their own rhythmic patterns to the music.
YEAR 2	Knowledge	Skills
	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes 	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
YEAR 3	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ○ To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> • Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. • Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.

		<ul style="list-style-type: none"> ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.
YEAR 4	Knowledge	Skills
	<ul style="list-style-type: none"> ● To know and be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ○ To know that using one or two notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake ○ To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> ● Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. <ul style="list-style-type: none"> ● To improvise using the notes ACD'GFED on the recorder during 8 bar break
YEAR 5	Knowledge	Skills

	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ○ To know that using one or two notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake ○ To know that you can use some of the riffs you have heard in the Challenges in your improvisations ○ To know three well-known improvising musicians 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes <ul style="list-style-type: none"> • Improvise their own rhythms on the Djembe drums using call-and-response
YEAR 6	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: <ul style="list-style-type: none"> ○ Improvisation is making up your own tunes on the spot ○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ○ To know that using one or two notes confidently is better than using five ○ To know that if you improvise using the notes you are given, you cannot make a mistake ○ To know that you can use some of the riffs you have heard in the Challenges in your improvisations ○ To know three well-known improvising musicians 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.

		<ul style="list-style-type: none"> ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes
--	--	--

Composition

YEAR 1	Knowledge	Skills
	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 	<ul style="list-style-type: none"> • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. • Compose own accompaniment in small groups on the bucket drums using the different parts of the bucket.
YEAR 2	Knowledge	Skills
	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 	<ul style="list-style-type: none"> • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary.
YEAR 3	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ○ Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
YEAR 4	Knowledge	Skills

	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ○ Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • To compose their own melody in groups on using the notes ACD'GFED on the recorder, during the 8-bar break in Dancing Daisies
YEAR 5	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ○ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ○ Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
YEAR 6	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ○ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ○ Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • To compose a Samba break as part of the Batucada

Performance

YEAR 1	Knowledge	Skills
	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it • To play in time with others and to start and stop at the same time.
YEAR 2	Knowledge	Skills
	<ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. 	<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it • To play the Ocarina in time with others, starting and stopping at the same time. • To begin to follow sheet music when performing.
YEAR 3	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ Performing is sharing music with other people, an audience ○ A performance doesn't have to be a drama! It can be to one person or to each other ○ You need to know and have planned everything that will be performed ○ You must sing or rap the words clearly and play with confidence ○ A performance can be a special occasion and involve an audience including of people you don't know ○ It is planned and different for each occasion ○ It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. • To play in time with others and to start and stop at the same time. • To follow chord diagrams when performing on the Ukulele.
YEAR 4	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> ○ Performing is sharing music with other people, an audience ○ A performance doesn't have to be a drama! It can be to one person or to each other ○ You need to know and have planned everything that will be performed 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. • To play in time with others and to start and stop at the same time.

	<ul style="list-style-type: none"> ○ You must sing or rap the words clearly and play with confidence ○ A performance can be a special occasion and involve an audience including of people you don't know ○ It is planned and different for each occasion ○ It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> ● To begin to follow notation when performing on the recorder.
YEAR 5	Knowledge	Skills
	<ul style="list-style-type: none"> ● To know and be able to talk about: <ul style="list-style-type: none"> ○ Performing is sharing music with other people, an audience ○ A performance doesn't have to be a drama! It can be to one person or to each other ○ Everything that will be performed must be planned and learned ○ You must sing or rap the words clearly and play with confidence ○ A performance can be a special occasion and involve an audience including of people you don't know ○ It is planned and different for each occasion ○ A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” ● To maintain an individual part on either the Djembe drums or Jumbie Jam when performing in an ensemble, knowing when to start and stop.
YEAR 6	Knowledge	Skills
	<ul style="list-style-type: none"> ● To know and be able to talk about: <ul style="list-style-type: none"> ○ Performing is sharing music with other people, an audience with belief ○ A performance doesn't have to be a drama! It can be to one person or to each other ○ Everything that will be performed must be planned and learned ○ You must sing or rap the words clearly and play with confidence ○ A performance can be a special occasion and involve an audience including of people you don't know ○ It is planned and different for each occasion ○ A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” ● To maintain an individual part when performing as part of the Samba Bateria, knowing when to start and stop. ● To follow the Mestre – responding to hand and whistle signals for the breaks and main groove

